DOCUMENT RESUME

ED 100 110 EC 070 980

TITLE	Project Child Ten Kit 1: Orientation to a Performance Based Curriculum.
INSTITUTION	Texas Education Agency, Austin.
NOTE	47p.; For related information see EC 070 975-992
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Behavioral Objectives; Exceptional Child Education; Instructional Materials; *Language Handicapped; Learning Disabilities; *Performance Based Teacher Education; Performance Criteria
IDENTIFIERS	*Project CHILD

ABSTRACT

Presented is the first of 12 instructional kits for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the orientation kit are directions for preassessment tasks for the four performance objectives; the performance objectives themselves (such as designing a learning kit to include five required components); instructions for three learning experiences (such as preparing a debate on the value of a performance based curriculum); a checklist for self-evaluation for each of the performance objectives; and guidelines for proficiency assessment of each objective. Also included is a reading on the overall purposes and characteristics of the ten kit approach to performance based instruction. (DB)

ED100110

PROJECT CHILD

Ten Kit 1

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TEM KIT 1

TITLE: Orientation to a Performance Based Curriculum

APPROXIMATE TIME TO COMPLETE: 8 Hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

The Orientation to a Performance Based Curriculum Kit is designed to acquaint the student with the basic concepts of performance based instruction and the format of this particular curriculum. Upon completing this kit, the student should understand why this approach to teacher education is being used in this project and know what to expect in the eleven kits ahead.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 1

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Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 1

Name_____ Date_____

1. With 100 percent accuracy list the parts which should be included in a performance based instructional program in the order in which they would occur in the program.

2. With 100 percent accuracy list the topics which should be included in a curriculum for preparing teachers of language disabled children.

TEN KIT 1

Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 1

1. Proficiency requires that the following are listed in correct order:

   a. Preassessment
   b. Performance Objectives
   c. Learning Experiences
   d. Self Evaluation
   e. Proficiency Assessment

2. Proficiency requires that the following items be listed:

   a. Orientation or introduction
   b. Learning theory
   c. Characteristics of language disabled children
   d. Behavioral engineering
   e. Educational assessment techniques
   f. Psychological and physiological assessment techniques
   g. Development of measurable objectives
   h. General methodologies
   i. Student monitoring techniques
   j. Teacher self appraisal
   k. Program planning for language disabled children
   l. Components of accountability

TEK KIT 1

Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 2

Name _____ Date _____

With 100 percent accuracy explain in narrative form the function of each of these parts of a performance based instructional program:

A. Preassessment
B. Performance Objectives
C. Learning Experiences
D. Self Evaluation
E. Proficiency Assessment

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TEN KIT 1

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Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 2

The function of each part of the performance based package should be described as follows:

A. Preassessment--This part determines the skill or understanding which the learner has before entering the package. If the learner demonstrates the proficiency required for mastery of the content of the package, he should be allowed to proceed to the next package. If the learner demonstrates less than the required mastery, the preassessment can be used to determine which learning experiences the learner should complete.

B. Performance Objectives--This part serves as the foundation of the entire package. Here the specific level of behavior required for mastery, the degree of proficiency required, the manner of assessment and the time limit are listed. The performance objectives establish guidelines and limits for the entire package.

C. Learning Experiences--This part describes the activities in which the learner must engage to attain the objectives for the package. The learning experiences must provide opportunities which are relevant to the content and the behavior levels of the objectives.

D. Self Evaluation--This part allows the learner to measure his acquisition of the skills and understandings required in the package. The self evaluation should be keyed to the performance objectives and should allow the learner to gauge the extent to which he got what was intended from the learning experiences.

E. Proficiency Assessment--This part is used to determine whether or not the learner has mastered the objectives specified for the package. Thus, it must be an assessment of the specific content and levels of behavior described in the objectives and must require the degree of proficiency stated in the objective.

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Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 3

Name _____ Date _____

1. With 100 percent accuracy describe the various components (parts) you would expect to find in a performance based learning kit.

2. With 85 percent accuracy give examples of the critical items you would consider in the development of a performance based learning kit on the following skill: Use of the pronunciation key in the Webster Collegiate Dictionary to determine the correct pronunciation of an unfamiliar word.

TEN KIT 1

Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 3

1. Proficiency requires that each part of the performance based program should be described as follows:

a. Preassessment--This part determines the skill or understanding which the learner has before entering the package. If the learner demonstrates the proficiency required for mastery of the content of the package, he should be allowed to proceed to the next package. If the learner demonstrates less than the required mastery, the preassessment can be used to determine which learning experiences the learner should complete.

b. Performance Objectives--This part serves as the foundation of the entire package. Here the specific level of behavior required for mastery, the degree of proficiency required, the manner of assessment and the time limit are listed. The performance objectives establish guidelines and limits for the entire package.

c. Learning Experiences--This part describes the activities in which the learner must engage to attain the objectives for the package. The learning experiences must provide opportunities which are relevant to the content and the behavior levels of the objectives.

d. Self Evaluation--This part allows the learner to measure his acquisition of the skills and understandings required in the package. The self evaluation should be keyed to the performance objectives and should allow the learner to gauge the extent to which he got what was intended from the learning experiences.

e. Proficiency Assessment--This part is used to determine whether or not the learner has mastered the objectives specified for the package. Thus, it must be an assessment of the specific content and levels of behavior described in the objectives and must require the degree of proficiency stated in the objective.

2. Proficiency requires that the response to this question include all of the first five and at least two of the last three items listed below:

a. Recognition that establishing objectives occupies top priority
b. Allowance for preassessment

c. Learning experiences that relate directly to the desired skill or understanding
d. Self evaluation that allows learner to determine whether he has developed the desired skill or understanding
e. Proficiency assessment that accurately measures performance of the learner in the desired skill or understanding
f. Statement of objective in accurate performance terms--must specify learner, condition, behavior and degree of proficiency
g. Provision for preassessment that accurately measures the desired behavior
h. Learning experiences that call for tangible outcomes

TEN KIT 1

Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 4

Name_____ Date_____

With at least 60 percent accuracy compare in narrative form performance based instruction with traditional instruction.

TEN KIT 1

Orientation to a Performance Based Curriculum

PREASSESSMENT

Performance Objective 4

Proficiency requires that any five of the following eight comparisons be made:

A. Performance based instruction allows the learner to bypass some of the learning experiences because of previously acquired competencies whereas traditional instruction treats all learners as though they enter the program with the same competency level.

B. Performance based instruction allows learners to advance at varying speeds by giving them the entire package and checking on their progress periodically whereas traditional instruction requires learners to advance at the same pace by giving them one segment at a time and holding each learner in that step until all learners have completed it.

C. Performance based instruction provides for the learner an explicit description of desired outcomes of learning whereas traditional instruction at best provides the learner with only vague descriptions of desired learning outcomes.

D. Performance based instruction assumes that most learners, given appropriate time and instruction, will become proficient in a given behavior whereas traditional instruction assumes that for any given behavior only a small percentage of learners will become very proficient, more learners will demonstrate some proficiency, some will acquire only a little proficiency, and a few will not become at all proficient.

E. Performance based instruction requires that learning experiences be keyed to the development of specific learner behaviors whereas traditional instruction usually relates learning experiences to covering certain material or using certain time allotments.

F. Performance based instruction encourages relevant activities by keying all learning experiences to explicit observable learner behaviors whereas traditional instruction encourages irrelevant activities by not keying learning experiences to any objectives or by keying them to vague, unobservable learner behaviors.

TEN KIT 1, Orientation to a Performanced Based Curriculum, Preassessment, Performance Objective 4

G. Performance based instruction allows the teacher to assess outcome objectively by stating objectives in terms of observable learner behaviors, whereas traditional instruction encourages the teacher to assess outcome subjectively by stating objectives in terms of unobservable learner behaviors.

H. Performance based instruction encourages the learner to assess his own progress by giving him quidelines for self evaluation as he progresses through the learning experiences, whereas traditional instruction encourages the learner to rely on external assessment by requiring him to wait until all learners have finished the learning experience before being assessed by the teacher.

TEN KIT I

Orientation to a Performance Based Curriculum

Performance Objectives

Upon completing the Orientation Ten Kit, you will:

1. Demonstrate your knowledge of the performance based instructional program by listing in correct order the five components of each kit; (a) Preassessment, (b) Performance Objectives, (c) Learning Experiences, (d) Self Evaluation, (e) Proficiency Assessment, and the titles of the twelve kits contained in the program.

2. Demonstrate your comprehension of the performance based program by writing a short (1-2 pp.) paper in which you correctly explain the function of each kit component: (a) Preassessment, (b) Performance Objectives, (c) Learning Experiences, (d) Self Evaluation, (e) Proficiency Assessment.

3. Apply your understanding of the Performance Based Instructional Program by designing a learning kit on a single skill or concept to be described by the teacher supervisor. The kit must include all of the five components listed in Performance Objective 1.

4. Analyze the Performance Based Curriculum by listing at least five advantages of this instructional technique and explaining how these advantages correct corresponding disadvantages of traditional instruction.

TEN KIT 1

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Orientation to a Performance Based Curriculum

LEARNING EXPERIENCE 1

Read Enclosure I, "Introduction to the Ten Kit", and discuss with two peers these questions:

A. What is the basic idea of the Ten Kit?

B. What elements are built into each kit and how does this organization relate to the basic idea of the Ten Kit?

C. How does the content to be presented in the twelve kits compare with what you would expect in a curriculum for teachers of language disabled children?

Each group of three must appoint one person as a recorder, who will be responsible for submitting a written summary of their discussion to the teacher supervisor. (Performance Objectives 1 and 2)

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Orientation to a Performance Based Curriculum

LEARNING EXPERIENCE 1

The summary for the peer group discussion should follow these guidelines:

A. Relating instruction, or learning, to explicit, predetermined learner behaviors should be recognized as the basic idea of the Ten Kit.

B. The summary should include evidence that the discussants recognize preassessment, performance objectives, learning experiences, self evaluation and proficiency assessment as being the basic elements of each kit. Also, the summary should explain the function of each element as it pertains to the basic idea stated above.

C. The content of the discussion should give evidence that the discussants are cognizant of the content of this curriculum by relating what they would expect to the titles of the various kits.

TEN KIT 1

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Orientation to a Performance Based Curriculum

LEARNING EXPERIENCE 2

Develop a performance based instructional kit to teach one distinct skill or concept of your choice. This kit should contain each of the five elements described in "Introduction to the Ten Kit" and should present a skill or concept in a subject matter or at a level which is not likely to be familiar to your fellow students. Arrange for two of your fellow students to work their way through your kit. Make whatever revisions their experience indicates are needed and submit the final kit to the teacher supervisor. Arrange an individual conference with your teacher supervisor to discuss your kit. (Performance Objective 3)

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Orientation to a Performance Based Curriculum

LEARNING EXPERIENCE 2

The kit developed by the learner should include the following:

A. All five elements of a performance based package (preassessment, performance objective(s), learning experience(s), self evaluation and proficiency assessment).

B. Objective(s) expressed in behavioral terms

C. Learning experience(s) appropriate for the objective(s)

D. Preassessment and proficiency assessment that provide accurate measure(s) of the behavior(s) described in the objective(s)

TEN KIT 1

Orientation to a Performance Based Curriculum

LEARNING EXPERIENCE 3

Using the bibliography attached as Enclosure II, prepare for a fifteen minute debate on the question "Effective Instruction Must Be Directed Toward Predetermined Behaviors." You will be divided into pairs and may be asked to take either the affirmative or negative side of the question in a debate before other class members. Notify the teacher supervisor when you have completed this learning experience; you will then be scheduled for the debate. (Performance Objective 4)

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TEN KIT 1

Orientation to a Performance Based Curriculum

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LEARNING EXPERIENCE 3

The debate should focus upon the eight comparisons listed below, and each person should give evidence that he is aware of these or similar claims for performance based instruction.

A. Performance based instruction allows the learner to bypass some of the learning experiences because of previously acquired competencies whereas traditional instruction treats all learners as though they enter the program with the same competency level.

B. Performance based instruction allows learners to advance at varying speeds by giving them the entire package and checking on their progress periodically whereas traditional instruction requires learners to advance at the same pace by giving them one segment at a time and holding each learner in that step until all learners have completed it.

C. Performance based instruction provides for the learner an explicit description of desired outcomes of learning whereas traditional instruction at best provides the learner with only vague descriptions of desired learning outcomes.

D. Performance based instruction assumes that most learners, given appropriate time and instruction, will become proficient in a given behavior whereas traditional instruction assumes that for any given behavior only a small percentage of learners will become very proficient, more learners will demonstrate some proficiency, some will acquire only a little proficiency, and a few will not become at all proficient.

E. Performance based instruction requires that learning experiences be keyed to the development of specific learner behaviors whereas traditional instruction usually relates learning experiences to covering certain material or using certain time allotments.

F. Performance based instruction encourages relevant activities by keying all learning experiences to explicit observable learner behaviors whereas traditional instruction encourages irrelevant activities by not keying learning experiences to any objectives or by keying them to vague, unobservable learner behaviors.

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G. Performance based instruction allows the teacher to assess outcome objectively by stating objectives in terms of observable learner behaviors, whereas traditional instruction encourages the teacher to assess outcome subjectively by stating objectives in terms of unobservable learner behaviors.

H. Performance based instruction encourages the learner to assess his own progress by giving him guidelines for self evaluation as he progresses through the learning experiences, whereas traditional instruction encourages the learner to rely on external assessment by requiring him to wait until all learners have finished the learning experience before being assessed by the teacher.

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 1

Orientation to a Performance Based Curriculum

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES	NO	
___	___	1. Did your group in Learning Experience 1 agree on the answers to the three questions to be covered in your discussion?
___	___	2. Did your teacher supervisor indicate that the discussion summary presented by your group was satisfactory?
___	___	3. Do you remember the components to be found in each kit in this curriculum?
___	___	4. Do you remember the titles of the twelve kits in this curriculum?

TEN KIT 1

Orientation to a Performance Based Curriculum

SELF EVALUATION

Performance Objective 2

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO	
___	___	1. Do you clearly understand the function of the preassessment component?
___	___	2. Do you clearly understand the function of the performance objective component?
___	___	3. Do you clearly understand the function of the learning experiences component?
___	___	4. Do you clearly understand the function of the self evaluation component?
___	___	5. Do you clearly understand the function of the proficiency assessment component?

TEN KIT 1

Orientation to a Performance Based Curriculum

SELF EVALUATION

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PERFORMANCE OBJECTIVE 3

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO		
___	___	1.	Did the kit which you designed include a preassessment component?
___	___	2.	Did the kit which you designed include a performance objectives component?
___	___	3.	Did the kit which you designed include a learning experiences component?
___	___	4.	Did the kit which you designed include a self evaluation component?
___	___	5.	Did the kit which you designed include a proficiency assessment component?
___	___	6.	Did each component serve the purpose outlined for it in Enclosure 1 of this kit?

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TEN KIT 1

Orientation to a Performance Based Curriculum

SELF EVALUATION

Performance Objective 4

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES	NO	
___	___	1. Do you understand performance based instruction to the extent that you can explain with at least five examples how a performance based program improves upon traditional instruction?

PROFICIENCY ASSESSMENT

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When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 1

Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 1

Name _____ Date _____

1. With 100 percent accuracy list the five components of each kit in this program in their correct order.

2. With 100 percent accuracy list the titles of all twelve kits in this program.

TEN KIT 1

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Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 1

1. Proficiency requires that the following are listed in correct order:

   a. Preassessment
   b. Performance Objectives
   c. Learning Experiences
   d. Self Evaluation
   e. Proficiency Assessment

2. Proficiency requires that the following items be listed:

   a. Orientation or introduction
   b. Learning theory
   c. Characteristics of language disabled children
   d. Behavioral engineering
   e. Educational assessment techniques
   f. Psychological and physiological assessment techniques
   g. Development of measurable objectives
   h. General methodologies
   i. Student monitoring techniques
   j. Teacher self appraisal
   k. Program planning for language disabled children
   l. Components of accountability

TEN KIT 1

Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 2

Name_____ _____Date_____

Write a 1-2 pp. narrative explanation of a performance based instructional program correctly explaining the function of each of these components with 100 percent accuracy.

A. Preassessment
B. Performance Objectives
C. Learning Experiences
D. Self Evaluation
E. Proficiency Assessment

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TEN KIT 1

Orientation to a Performance Based Curriculum

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PROFICIENCY ASSESSMENT

Performance Objective 2

The function of each part of the performance based package should be described as follows:

A. Preassessment--This part determines the skill or understanding which the learner has before entering the package. If the learner demonstrates the proficiency required for mastery of the content of the package, he should be allowed to proceed to the next package. If the learner demonstrates less than the required mastery, the preassessment can be used to determine which learning experiences the learner should complete.

B. Performance Objectives--This part serves as the foundation of the entire package. Here the specific level of behavior required for mastery, the degree of proficiency required, the manner of assessment and the time limit are listed. The performance objectives establish guidelines and limits for the entire package.

C. Learning Experiences--This part describes the activities in which the learner must engage to attain the objectives for the package. The learning experiences must provide opportunities which are relevant to the content and the behavior levels of the objectives.

D. Self Evaluation--This part allows the learner to measure his acquisition of the skills and understandings required in the package. The self evaluation should be keyed to the performance objectives and should allow the learner to gauge the extent to which he got what was intended from the learning experiences.

E. Proficiency Assessment -This part is used to determine whether or not the learner has mastered the objectives specified for the package. Thus, it must be an assessment of the specific content and levels of behavior described in the objectives and must require the degree of proficiency stated in the objective.

TEN KIT 1

Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 3

Schedule a conference with your teacher supervisor to discuss the kit which you developed for Learning Experience 2.

TEN KIT 1

Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 3

The kit developed by the learner should include the following:

A. All five elements of a performance based package (preassessment, performance objective, learning experience, self evaluation, and proficiency assessment).

B. Objective(s) expressed in behavioral terms

C. Learning experience(s) appropriate for the objective(s)

D. Preassessment and proficiency assessment that provide accurate measure(s) of the behavior(s) described in the objective(s)

TEN KIT 1

Orientation to a Performance Based Curriculum

PROFICIENCY ASSESSMENT

Performance Objective 4

Name_____ Date_____

Prepare a chart or narrative explaining, with at least 60 percent accuracy, the areas in which performance based instruction provides improvement over traditional instruction.

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Orientation to a Performance Based Curriculum

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PROFICIENCY ASSESSMENT

Performance Objective 4

Proficiency requires that any five of the following eight comparisons be made:

A. Performance based instruction allows the learner to bypass some of the learning experiences because of previously acquired competencies whereas traditional instruction treats all learners as though they enter the program with the same competency level.

B. Performance based instruction allows learners to advance at varying speeds by giving them the entire package and checking on their progress periodically whereas traditional instruction requires learners to advance at the same pace by giving them one segment at a time and holding each learner in that step until all learners have completed it.

C. Performance based instruction provides for the learner an explicit description of desired outcomes of learning whereas traditional instruction at best provides the learner with only vague descriptions of desired learning outcomes.

D. Performance based instruction assumes that most learners, given appropriate time and instruction, will become proficient in a given behavior whereas traditional instruction assumes that for any given behavior only a small percentage of learners will become very proficient, more learners will demonstrate some proficiency, some will acquire only a little proficiency, and a few will not become at all proficient.

E. Performance based instruction requires that learning experiences be keyed to the development of specific learner behaviors whereas traditional instruction usually relates learning experiences to covering certain materials or using certain time allotments.

F. Performance based instruction encourages relevant activities by keying all learning experiences to explicit observable learner behaviors whereas traditional instruction encourages irrelevant activities by not keying learning experiences to any objectives or by keying them to vague, unobservable learner behaviors.

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G. Performance based instruction allows the teacher to assess outcome objectively by stating objectives in terms of observable learner behaviors, whereas traditional instruction encourages the teacher to assess outcome subjectively by stating objectives in terms of unobservable learner behaviors.

H. Performance based instruction encourages the learner to assess his own progress by giving him guidelines for self evaluation as he progresses through the learning experiences, whereas traditional instruction encourages the learner to rely on external assessment by requiring him to wait until all learners have finished the learning experience before being assessed by the teacher.

TEN KIT 1

INTRODUCTION TO THE TEN KIT

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PERFORMANCE OBJECTIVES 1 AND 2

LEARNING EXPERIENCE 1

You are about to begin what will be a very different experience in learning for many of you. Because some of the terms used in this program may be new to you and because you should be able to function better in the system if you understand it, we want you to complete this Orientation Kit to a Performance Based Individualized Curriculum. Developing this program has been a challenging sort of enjoyment for those of us who worked on it; we think you will have similar feelings as you work on it.

In clarification of PBIC perhaps a brief statement is in order regarding both the performance bases and individualization provided here. In the first place, all learning is thought to produce change in the behavior of the learner. Such an alteration might be very simple such as responding correctly to a given question, or very complex such as adopting certain habits of good teaching. In either case we should be able to measure the learner's progress by observing his behavior, or performance. Thus, our task is to identify precisely those behaviors to be developed by the learner, to plan certain experiences which enable the learner to practice and perfect those behaviors and to devise means which allow us to look at only that part of the learner's behavior which is relevant to our objectives. If our goal is to enable the learner to

recall answers to certain question, then we plan activities which supply him with the information and reinforce his accurate responses a sufficient number of times to make recall an automatic response to the given questions, and we ask only those questions which will elicit the desired answers.

If our objective is more complex, for example the application of information, the procedure can be described in the same way. Thus, we can be just as precise regarding learning of much more complexity than simple recall. However, care must be taken to identify exactly those behaviors which demonstrate the learner's ability to apply the information. These behaviors then become the substance of our objective, and the learning experiences must provide opportunities to apply the information in such a way that the behaviors become a natural part of the learner's repertory. Consequently, any assessment of achievement must be based upon observation of the learner's performance which includes those behaviors established in the objective. In either case the learner's performance, whether recalling or applying information, is the sole criterion of success.

While this is by no means a revolutionary approach to the measurement of learning, attempts of educators to be precise in the statement of performance desired for the learner are relatively recent. Although the emphasis upon performance, or behavioral, objectives simply restates the old cliche' that the teacher should know where he is going before he starts there, it also represents a not-too-subtle shift in the type of planning recommended for teachers. Performance objectives require the teacher to know in advance precisely what learner behaviors he expects to observe after instruction. Other requisites are that the teacher know in advance the degree of capability expected and the means for observing

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the desired outcome. Such knowledge must enable the teacher to design and implement a learning experience which is at once more relevant, more concise, and thus more effective. In essence, we have tried to plan this curriculum in just that way--we have spelled out what we think are performances essential to effective teaching of language disabled children. We have determined the degree of proficiency acceptable for each behavior. We have provided a means for measuring your mastery of the desired outcomes. And we have designed the learning experiences to accommodate the objectives, required proficiency, and measurement devices.

Our intention is that such precision in planning will enable us to recognize our successes and failures, capitalize upon the successes and correct the failures. Such a process should remove much of instruction from the realm of chance and place it on a surer, more productive foundation.

Any curriculum which truly focuses upon the performances of the learner must move toward individualization. If the prescribed behavior of the learner replaces the prescribed block of time as the primary means of defining learning, the concept of individual differences must be acted upon. Some learners will enter the curriculum already proficient in those performances which serve as criteria for mastery of the curriculum; some will be able to meet only a few of the requirements; others, none. Thus, the PBIC must seek to ascertain the entry behavior of each learner. Only after such determination is made will we know what is to be required of the individual learner. If his entry point is assessed correctly, we may be able to waive part or all of the learning experiences and to require the completion of only those learning experiences designed to develop the behaviors which he has not mastered.

Planning around specific, performance oriented objectives enables us to develop correspondingly precise learning experiences which do not

require the constant presence or supervision of the instructor. If recall of information is the desired behavior, can the student read the information and respond to written questions just as profitably as listening to a lecture and responding to oral questions? If application is the objective, is not seeing such an application more beneficial than hearing its description; and must everyone see the demonstration simultaneously? If discussion is required for mastery, can the instructor direct peer group discussions with written guidelines? All of these options free the learner to proceed at a pace suitable to him while allowing the instructor to check the progress of the more apt learner and speed him on his way and to provide individual assistance to the less apt.

The curriculum which you are beginning is individualized in that it provides for entry from multiple proficiency levels, it encourages learners to proceed at varying rates and it approaches learning through divers styles. Divided into twelve discrete packages, or kits, the program initiates each kit with a measure of your knowledge and skills pertinent to that particular kit. This is referred to as preassessment and is designed to determine your proficiency in each of the objectives established for that segment of the curriculum. If you elect to take the preassessment instrument for a given objective of any kit, your performance on that instrument will be the basis for either declaring you proficient in that objective or requiring you to complete the learning experiences designed for the objective. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a videotaped classroom situation. There is provided a preassessment exercise for each objective of each kit, allowing the instructor to determine precisely which learning experiences you should complete. For example, if eight

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objectives are stated for a kit and your preassessment performance indicates you are proficient in three of these objectives, you need only complete those learning experiences which pertain to the remaining five objectives. Of course, if your performance is adequate in all areas, you need not do any of the activities but should proceed to the next kit.

Just as each kit contains preassessment devices, each one lists explicitly as objectives those behaviors which the kit seeks to develop. The performance objectives for each kit should provide a foundation for the entire package. These objectives state precisely the skill or understanding to be mastered, the level of behavior and degree of proficiency required and the manner in which the performance will be tested, or measured. Stating these factors in advance serves to establish guidelines and limits for each kit. Furthermore, we have sought to construct these guidelines so that relevant instruction and usable skills will result from the learning experiences provided. This is accomplished by stating objectives in the framework established by Benjamin Bloom's analysis of cognitive learning, which presents the following hierarchy of understanding from its simplest form to its most complex:

1. KNOWLEDGE--Recognizing and recalling information
2. COMPREHENSION--Interpreting, translating, summarizing information
3. APPLICATION--Using information in different situations
4. ANALYSIS--Separating complex information into its parts
5. SYNTHESIS--Combining information to form a new original entity
6. EVALUATION--Judging, selecting information on a given set of criteria

Because the central purpose of the curriculum is to enable you to improve your classroom instruction by developing effective teaching behaviors, many of the objectives go beyond the knowledge level. In fact,

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we intend for most of the objectives and learning experiences to extend to the application level. While a curriculum might be performance based and only concern itself with the knowledge level of understanding, we think that for a curriculum to be based upon teaching performance it must be centered upon application of the best ideas in education.

Just as we have stated objectives that pertain to teaching behaviors, we have selected learning experiences which will allow you to practice those behaviors. For example, we no longer expect a fourth-grade student to become proficient in applying the scientific method by having him memorize the steps of the process; instead we have him work through laboratory experiments using procedures which reflect the scientific method. The same principle applies to teacher education; if we expect teachers to gain a particular skill such as the effective use of information in students' cumulative record folders, we must provide opportunities for them to learn what it signifies and practice using it. Thus, the learning experiences in Kits 5 and 6--Assessment of the Language Disability Child will require the teacher to administer educational and psychological tests and interpret the results; Kit 11 will require the use of this information to develop an educational program for the child. Each kit should provide learning experiences directly related to the content and behavior levels specified in the objectives for that kit.

In addition to being related specifically to one or more objectives, each learning experience will be accompanied by a self evaluation procedure. These are provided so that a student may study a given performance objective, complete the learning experience(s) designed for that objective and determine for himself whether he completed the assignment satisfactorily. The primary purpose of self evaluation is to prevent

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a students' working his way through a kit only to be found deficient on the final assessment of his performance. Self evaluation procedures allow the student to check his progress against the outcomes which the instructor has suggested for each learning experience.

If, for example, the outcome of a particular learning experience is the production of a five-minute videotape of a particular instructional strategy, the learner can evaluate his videotape with a checklist provided by the instructor. If he is satisfied that his performance meets the specified criteria, he should proceed to the next learning experience in the sequence confident that he can demonstrate proficiency in that instructional strategy. If he is not satisfied with his performance, he can either 1) ask his instructor to review the tape with him and make suggestions for improvement or 2) record another session correcting those weaknesses found in the first.

When the learner is satisfied that he can demonstrate all of the proficiencies required by the performance objectives for a particular kit, he should request proficiency assessment. At this stage his attainment of each objective in which he was judged deficient by preassessment or for which he didn't elect preassessment will be measured. For some objectives proficiency assessment will require making a certain score on an objective test; in some cases there will be a conference with the instructor; for still other objectives the learner will be required to submit to the instructor the results of his completing the learning experience(s) for an objective. Whatever the method, proficiency assessment is intended to do exactly what its title states, assess the proficiency of the learner in the content and at the levels included in the objectives of the kit.

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Thus, the five components of each kit in the PBIC are:

1. PREASSESSMENT--Determination of the learner's entry level
2. PERFORMANCE OBJECTIVES--Precise statement of behaviors learner should master before completing the kit
3. LEARNING EXPERIENCES--Activities designed to enable learner to master specified behaviors
4. SELF EVALUATION--Procedures which allow learner to determine whether he has completed each learning experience satisfactorily
5. PROFICIENCY ASSESSMENT--Final measurement of learner's attainment of each objective specified for the kit

This curriculum is, of course, designed to prepare you to teach children with a language disability. The approach taken is 1) to orient you to the performance based curriculum, 2) to begin actual study with an introduction to the exceptional learner, 3) to study the techniques of assessing the exceptional learner's characteristics, 4) to present instructional strategies for use with language disability students, 5) to examine evaluation procedures of student progress and teacher effectiveness, 6) to synthesize all prior work around the development of educational programs for the language disabled student and 7) to examine the ramifications of professional accountability for teachers of language disabled students. Actual kit titles follow:

A. Introduction
   1. Orientation to a Performance Based Curriculum

B. Introduction to the Exceptional Learner
   2. Learning Theories
   3. Characteristics of the Language Disabled Child
   4. Human Engineering Applicable to the Classroom

C. Assessment of the Language Disabled Child
   5. Educational Assessment Techniques
   6. Psychological and Physiological Assessment Techniques

D. Instructional Strategies
   7. Development of Measurable Objectives
   8. General Methodologies

E. Evaluation
   9. Student Monitoring Techniques
   10. Teacher Self Appraisal

F. Synthesis
   11. Program Planning for the Language Disabled Child

G. Accountability
   12. Components of Accountability

**

TEN KIT 1

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Introduction to a Performance Based Curriculum

Enclosure II

Performance Objective 4

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